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- Potentials and Limitations of Mass Communications
- Adjustment in Pregnancy
- Teaching Textiles in Relation to Environmental Conditions
- Pioneer Meeting in Metric Awareness

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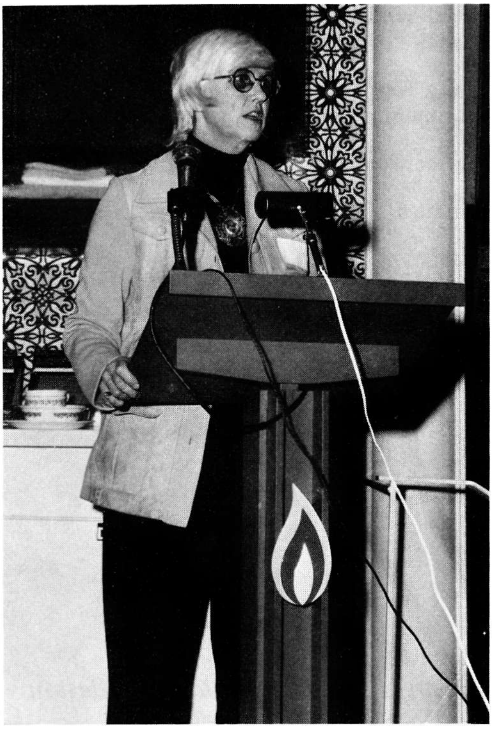
President's Message

Some of the most rewarding and stimulating CHEA activities centre around the professional development workshops and technical up-dating seminars that Canadian home economists annually arrange in various regions across the country.

Last January I attended a successful day long "Microwave Cooking Seminar" sponsored by the Toronto HEIB's. A Saturday audience of 200 home economists attested to the interest in new cooking techniques. Active participation in the organization and program of continuing education events helps us keep up with changing realities in our specific interest areas. A prerequisite for each home economist who expects to provide leadership in decision making circles.

To encourage our professional development and to implement the decision at the CHEA convention last July to move to an annual meeting, Quebec home economists have mounted a mini-conference in Montreal, June 20 and 21, "Women Who Care". I hope as many as possible will plan to attend this two day meeting.



With the spotlight on women during International Women's Year, home economists have tremendous opportunities to generate activities and programs which deal with issues facing women in todays world and which advance the status of professional home economists as concerned, vigorous and purposeful persons. The future of the Association depends on your involvement in programs at the local, regional and national level. So why not become involved — why not?

Margaret Pope

(Mrs.) Margaret Pope
President C.H.E.A.

The potential and limitations of mass communications

by W. Jean Fewster, Ph.D.

Human Resources and Institutions Division, the Food and Agriculture Organization of the United Nations, Rome, Italy.

A paper presented at the Plenary Session, Sociological and Psychological Aspects of Nutrition Education, Sixth International Congress of Dietetics, Hanover, Germany, May 17, 1973.

How can mass communications assist in disseminating nutrition knowledge? in diffusing information about nutrition innovations? and in encouraging adoption of these new ideas and practices?

Essentially, these are the rather large questions implied in the topic we have been asked to consider together briefly today — assessing the potential and limitations of mass communications in nutrition education.

Communications is the catalyst that facilitates the introduction of social and economic change. Communications is usually defined as the process by which information and ideas are *exchanged* between a source or message sender and one or more receivers. To put some limits on this definition, we would suggest that communications is the process by which individuals *exchange understandings* about all aspects of living. Therefore, to be effective, communications requires certain communalities between the exchanges of information — communalities of both the culture and the society in which they live. Only when individuals share the same *meanings* of words, images, gestures and sounds — the principal channels used in the exchange — can real communications take place. *(6)*

MASS COMMUNICATIONS

The definition remains valid when the word communications is prefaced with the word mass. In mass communications, the source or sender uses indirect means and channels to reach numbers of individuals simultaneously. The exchange is frequently one-way — from the sender to receivers — without feedback to complete the cycle. But here too, a commonness of meanings associated with words, images, gestures and sounds is a requisite if that rather remote source and numbers of individuals are to exchange understandings.

Today we view mass communications in a *situational* context in which the influence of the media and other mass channels is seen as only one type of influence, operating among others in the total life situation of individuals. This view differs from early research that tended to look at mass media as both a necessary and sufficient condition for achieving audience effects. This older approach — the "hypodermic effect" — sought to measure simple and direct effects resulting from exposure to media.

Today we know that the effects of mass communications are mediated culture and the social system, and by the receivers' psychological and social environment. Mass communications is therefore viewed as a process through which messages from an indirect, impersonal source filter through individuals of influence, commonly called opinion leaders, and through characteristics of the audience. Feedback may or may not be a component.

The concept of mass — in the sociological context of communications — relates to an aggregate of individuals as members of groups and strata in society. The strata are characterized usually by socio-economic indicators such as income, education and social position. The social and life style groups to which individuals belong — or to which they aspire — are used continually as points of reference when information is tested for its social reality.

FACTORS FOR DECISION

As members of groups, individuals are continually making choices and decisions, rational ones from their point of view, as they perceive the alternatives. For these activities they need information. But making choices and decisions about food involves much more than nutrition information. Food for man has significant sociological and psychological components, reflecting values, beliefs, opinions, attitudes and behaviour that are closely held by individuals and not necessarily influenced by the amount of knowledge they have. Changing food habits is complex and difficult. Communicating about nutrition to encourage change therefore encompasses a much broader field than simply providing information about food nutrients or food groups or rules or recommended dietary practices.

We still have a great deal to learn about the communications process and the dissemination of information to promote the acceptance of change. Similarly we still have a great deal to learn about what food means to people and the manner in which people are influenced to change food habits. What people choose to eat is determined by a complex matrix of factors, of which nutritional value is only one and likely of fairly low weight. What people eat communicates their culture, social background, economic status, and frequently religious and demographic characteristics as well. To change eating habits involves changes in these cultural and social structures. In fact, we must anticipate and be prepared for the fact that a change in one part of the system leads to changes in other parts.

Yet the ultimate aim of nutrition education is to change behavior. You will note the distinction being made here between attitudes and behavior. This is a distinction that must be made and one that could be extended usefully to separate knowledge, attitudes and behavior. In designing nutrition education and communications programs, one of the first decisions to be made concerns the purpose of the program — is it to inform? to change knowledge levels? to change attitudes? or to change behavior? We know from research in this complex question that increasing knowledge or changing attitudes does not automatically result in behavior change. *(2)*

LIMITATIONS OF MASS COMMUNICATIONS

Against these parameters, what is the potential and what are the limitations of using mass communications? Increasingly, behavioral scientists are questioning the popular view that the mass media and other forms of mass communications have a fairly substantial effect on changing human behavior. The available evidence seems to indicate that mass media can bring issues and ideas to the attention of media consumers and can make certain of these issues and ideas salient. *(2)* In this way, mass media may be rather effective in suggesting, at least, what people should have opinions about. Or as someone has phrased it, mass media may not be successful much of the time in telling people *what* to think, but it is amazingly successful in telling people what to think about.

However, even though the effect of a mass media program may be limited to bringing ideas to the attention of the public — putting them on the agenda so to speak and legitimizing them — this is a very important first step in the process of the adoption of new practices.

Let's take a look now, in more detail, at some of the strengths and weaknesses of mass communications for nutrition education of the public. Media systems are fairly efficient for packaging messages for wide and fast dissemination. But because these are primarily one-way communications systems, receivers of these messages have very little control over the system and limited participation in the exchange of ideas. Listeners and viewers cannot listen or view at times that are convenient to them. They must make their schedules fit those of the communications systems. Also, they cannot ask that messages be repeated, for clarification, or in cases where the message has been completely missed or misunderstood. Nor can they ask questions to increase their comprehension or to discuss aspects they do not accept.

In industrialized countries, mass media is seen, heard and read by millions of people. Yet studies continue to show that those likely to be reached, likely to be motivated to act or at least to seek further information, are individuals of higher socio economic status, those in leadership positions within communities, those who have prestige within primary groups. *(2)* This would seem to be even more true of audiences reached in those countries in the process of industrializing, where media availability is limited both by geographical and economic constraints to the educated elite in urban centers.

REACHING OPINION LEADERS

We must recognize though that mass media do serve as sources of information for the influentials or opinion leaders who, in turn, through group and person to person communications, influence others. And we must recognize that individuals who have chosen a medium or media may be more disposed to its messages than those not identifying with a medium or media. This point is part of McLuhan's proposition that "the medium is the message". *(2)* We mention it only in passing since it could lead us into a circular discussion similar to that of attitudes and behavior, concerning whether media change tastes and life styles or whether tastes and life styles change media. It's an interesting area for thought and research.

As we mentioned briefly, earlier, mass communications can inform, increase knowledge, create awareness and motivate further information seeking. This is the first of five stages in the adoption/diffusion process of awareness, interest, evaluation, trial and adoption. The first stage — becoming aware of a new idea — is usually served by media. But other kinds of communications are required to augment media for the four remaining stages. *(7)*

It should be noted however that for the innovators, mass communications seems to be sufficient for all five stages of the adoption process. But the innovators make up a small minority of individuals whose characteristics seem to be perceived by others as "too different from us" to exert much of an influence. *(7)*

Besides making people aware, mass communications can reinforce attitudes and behavior. *(4)* This happens for a number of reasons. Typically, group membership, through group norms and group pressures, favors reinforcement. Additionally, the factors known as selective exposure, selective perception and selective retention, favor reinforcement. These are the factors that operate to help us see what we believe as well as believe what we see. These factors affect all of us. We are more likely to read or see or hear those things with which we agree. We are more likely to expose our-ourselves to, be receptive to, and remember those things towards which we are already favourably disposed.

SELECTIVE EXPOSURE

Selective exposure, for example, seems to operate at both the physical and psychological levels. We either read or do not read, turn on television and radio and watch and listen or do not turn them on. Yet even when we read, listen or view, we seem to be psychologically tuned in to the information we want to see and hear. So much so that we will adjust what we actually hear or see to make it agree with what we want to see or hear. We all do this. It is our way of avoiding an excess of conflict and dissonant cognitions.

This has deep implications for nutrition education viz a viz members of the audience who will not see or hear nutrition information which conflicts with what they already believe about the subject.

Therefore, for these and other reasons, mass media can be useful in supporting existing opinions, attitudes and behavior. It can help reinforce. But we do not always want to reinforce existing opinions, beliefs, attitudes and behavior.

Mass communications appears to be able to achieve behavior change only when individuals are predisposed to change. *(5)* This is really a variation on the reinforcement theme, operating again under the influence of group norms and group pressure, selective exposure, perception and retention, and personality factors such as persuasibility.

Mass media can be effective in motivating people to action if the recommended action is supported by opinion leaders and/or the groups which audience members regard as prestigious. But only under extraordinary conditions can mass media persuade people to act when the recommended action is in opposition to strongly held beliefs and attitudes. *(5)* Such a condition seems to exist when an individual makes a switch in group loyalties or is in the process of changing reference groups. These situations predispose individuals to be responsive to changes consonant with the changes they have recently made or are in the process of making. Another type of situation which can motivate individuals to action is when primary group memberships place individuals under cross pressures.

TAILORED COMMUNICATIONS

Not to contradict what we have just said, we should suggest that when mass communications are specifically tailored for specific audiences, and use specialized channels to reach them, the resulting communications are fairly successful. *(2)* We are thinking here of professional journals for example, which use the print medium to reach members of a professional association with substantive information and professional news. As an extension of this idea, telephone hook-ups and the electronic media of television and radio are now being used to help keep professional members up to date on new techniques and research. Professional groups using this combination of media include physicians and home economics extension staffs, with the latter including nutrition information in the range of subjects discussed.

From this brief overview we see that mass communications can be extremely useful for some aspects of nutrition education — informing, increasing knowledge, creating awareness. To minimize the limitations, we need to "orchestrate the media", using as many channels as possible, selecting and scheduling according to particular strengths of each medium. *(2)*

Making decisions about media selection will depend on the audience to be reached, the purpose for communicating and the functions a particular medium servds for that audience. The functions help specify the kinds of information that different media can carry best. Is the medium used primarily as a source of news? as a companion medium? or as a channel for entertainment? Or does it at different times serve all three functions for audience members? Perhaps this is a good place to promote the idea of providing nutrition information as an integral part of entertainment, rather than in the usually more solemn, even preachy fashion that is frequently associated with its presentation.

When our purpose in communicating is to introduce innovations and have them adopted, we must not be oversold on the potential of mass communications. Rather, we need to use mass communications in concert with other kinds of communications. A good "mix" will include group and person-to-person communications as additional support. *(2)*

EFFECTING BEHAVIOUR CHANGE

Group communications appear to be most successful in effecting behavior change when the process is three-pronged and includes group discussions followed by group decision and public commitment to the decision for action. *(1)* Radio farm forums, a technique developed in Canada over thirty years ago and being used successfully in numbers of countries, skillfully blends media and group communications. Today, the radio farm forum pattern of listen, discuss, decide and act, is being used successfully with other kinds of media, both print and television, to involve groups in participatory communications on a variety of topics. This technique combines the strengths of media with the strengths of group communications. Group members, we have noted, influence others through person to person communications. And in the final analysis, interpersonal communications, with its reference group overtones, seems to be the most influential route to behavior change.

In the nutrition field an interesting application of these principles is being used by some of the clubs for obese or overweight individuals. Some of these clubs distribute special newspapers filled with information intended to assist overweights to do something about their problems. The newspapers go to an audience already "tuned in" to the problem of shedding pounds and so should have a fairly high readership. This use of a mass medium is followed up by both group and person to person communications activities. Group meetings of overweight members provide support to individuals who have lost the required weight. And they negatively reinforce those who have not lost the pounds they publicly committed themselves to losing at the last group meeting. These reducing clubs also use "hot lines", telephone services patterned after those found successful with such groups as Alcoholics Anonymous. These clubs usually charge fees too, adding yet another dimension that may or may not play a significant role in effecting behavior change.

The Dial-a-Dietitian telephone service operating in many cities is another example of nutrition education programs employing a communications "mix". This technique provides a form of indirect person to person counselling by telephone. It is a problem oriented approach to supplying information to the public by answering current questions and assisting in coping with current problems.

Today's situational approach to communications reminds us that neither mass communications nor nutrition education can be dealt with as though they are independent entities. It reminds us also that individuals in the audience are not independent of their culture and the complexity of social forces which shape their thinking, attitudes, habits and life styles.

'KNOW YOUR AUDIENCE'

Today's situational approach to communicating about nutrition gives special emphasis to the basic communications principle that says "know your audience". But it suggests that knowledge of the audience will need to go beyond the usual kinds of demographic data that are sometimes available — age, education and income levels. Since attitudes and behavior towards food are bound closely to other attitudes and behavior, ideally we would like to have a profile of the total life style of members of our audience. Ideally we would like to know about as many as possible of the matrix of factors that influence members of different strata and different reference groups. What are their patterns of information seeking and how do they process information to make rational, or irrational, decisions? What influences them to accept or resist change? These are difficult areas to learn about but rather necessary when our intent is to communicate to influence. As a minimum, knowledge of our audience will include information about their interests and goals and the problems they face, as they view the problems.

A situational approach to communicating demands messages based on knowledge of these factors. What are the nutrition messages for today's problems? Are nutrition messages user-oriented? Or have they perhaps for too long been sender-oriented? A situational approach to mass communications puts emphasis on localism viz a viz the purpose, the message and the communicator, with planned feedback to ensure a two-way exchange. The message will be delivered where possible by local communicators who speak the language of the audience, who know the problems and share some of the communalities that are requisites for effective communications. Research to date indicates that the credibility of the communicator seems to require two components — expertness and trustworthiness. *(3)* This carries a message for nutrition educators concerning the image they portray to be public through their own example as well as they expertise.

Concurrently, a situational approach reminds us that the problems audiences face are complex and do not exist as isolated events. The introduction and acceptance of change are not isolated events either. Therefore it would seem reasonable to propose, although the hypothesis needs testing, that nutrition needs to be integrated into information for a variety of aspects of everyday living. The word "integrated" is very much overworked today, but it perhaps describes best what we are recommending for nutrition education and information programs. This would encourage working across disciplines. Reaching people with nutrition information through other disciplines, other helping professions, and through existing programs, ought to assist in putting nutrition into a relevant and meaningful context. This approach also would encourage nutritionists to work closely with communications professionals, beginning this partnership at the planning stage.

A situational approach also will remind nutrition educators of their responsibility to serve audiences indirectly by serving as sources of relevant, accurate information for mass media systems.

And finally, a situational approach implies keeping abreast of research in the behavioral sciences — research in communications, adoption/diffusion, and attitude and behavior change — then applying relevant findings to nutrition education. It implies too continuing to research the unanswered questions about food behavior and how to communicate for change.

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Adjustment in Pregnancy

By Elizabeth Dowdeswell, M.Sc. and Anne Kernaleguen, Ph.D.

Mrs. Dowdeswell is currently employed by the Saskatchewan Department of Education as Consumer Educational Consultant. Dr. Kernaleguen is Professor and Division Chairman, Clothing and Textiles, University of Alberta.

ABSTRACT

56 pregnant women attending prenatal clinics were administered 3 measures of adjustment: anxiety level; attitudes and adjustment to pregnancy; body boundary (barrier and penetration). Women were compared by trimester and gravidity on these measures of adjustment and on a measure of inferred values of clothing. Analyses revealed significant relationships between anxiety and some of the factors in attitudes and adjustment to pregnancy, and between some factors in attitudes and adjustment to pregnancy and the inferred values of clothing. A positive correlation between barrier and penetration was discerned and penetration was found to be significantly different among women in each trimester. The rank ordering of inferred values of clothing was highly significant with the value for physical comfort, ranked highest and the social value ranked lowest.

Pregnancy is believed to be a period of stress. The psychiatric management of this period has important implications for the mental health and welfare of both mother and child. To date, the accumulation of research findings concerning the dynamic development of the emotional life of the pregnant woman is inadequate. An examination of adjustment during pregnancy may provide information concerning ameliorative possibilities, since adjustment to internal and environmental changes is a key factor in mental health.

The theoretical framework underlying this study is based on the belief that knowledge of a woman's adjustment during pregnancy may predict the course and outcome of pregnancy. (Grimm and Venet, 1966). Attitudes toward pregnancy and anxiety levels are seen as indices of adjustment.

There is support among researchers for the theory that body schema is important to mental health. Certain patterns of behavior are related to the organization of one's perception of one's body. Fisher and Cleveland (1968) concluded that knowing the degree to which a person experiences his body boundaries as firm and definite, or weak and lacking in demarcation, enables prediction of certain aspects of behavior such as resiliency in the face of stress. The barrier index reflects the degree to which the individual regards his body exterior as a defensive barrier, while the penetration index reflects the degree to which the individual regards his body boundaries as easily penetrable. With increasing barrier scores, S's tend to exhibit a greater ability to scope with stress and to be self-directing. Although relatively little is known about penetration, it is not considered to be a direct opposite of barrier. (Fisher et. al., 1968).

Clothing is of necessity involved in physical and psychological adjustment to pregnancy because it has to accommodate the changing size and shape of the body. Carty (1970) argued from her investigation that medical personnel who are conscious of the importance body-image in pregnancy can, by stressing clothing and appearance, reinforce positive feelings and reduce negative feelings of the wife, husband, or family during pregnancy. Since a person's value system is intimately involved with his behavior, in particular with adjustive behavior, the values inferred through clothing are seen as the clothing are seen as the clothing variable most worthy of investigation. Studies by Compton (1964) and Kernaleguen (1968) hypothesized that clothing, as an extension of the body, serves the purpose of reinforcing body walls or transforming the body-image. Compton (1964) studied psychotic women and found that those who were characterized by low barrier scores tended to reinforce body boundaries through their fabric choices for clothing, while Kernaleguen (1968) concluded that college women with low barrier scores attempted to reinforce body boundaries by wearing fashionable attire.

The function of clothing during a period of adjustment has to be understood if the potential of clothing in maximizing human well-being is to be realized. The purpose of this research was to investigate the adjustive behavior of pregnant women, and to examine the values they seek to reinforce through clothing.

METHOD

The sample consisted of 56 pregnant women, 42 of whom were primigravidous and 14 multigravidous refers to a woman who is pregnant for the first time while multigravidous describes a woman experiencing a pregnancy other than her first. Women were recruited on a voluntary basis while in attendance at prenatal clinics sponsored by the provincial Department of Public Health. All clinics in southwest Saskatchewan, Canada, operative at this time and with an enrollment of at least three women, were visited. Attendance at the prenatal classes was free, voluntary and unrestricted.

Permission was obtained from the Department of Public Health to attend classes under their sponsorship and to make a request for sponsorship and to make a request for volunteers. Subjects were approached as a group, a brief explanation of the project was given, and an invitation extended for their participation. Subjects who participated in the study were not paid. Anonymity was guaranteed. No subjects refused to participate, however seven subjects were unable to complete the individual testing due to the fact that convenient times could not be arranged. Because attendance fluctuated from session to session, an attempt was made to complete the testing within a short period of time to avoid attrition of numbers. Consequently all instruments except the Holtzman Inkblots were administered to the group in a one-hour session. Individual appointments were scheduled for the Holtzman Inkblots.

A general information questionnaire attempted to define the obstetric population in terms of age gravidity, trimester, education, ocupation, and work status. It was assumed that the subjects would be heterogeneous with respect to these characteristics and consequently would be characteristic of the maternity population. As expected, the questionnaire revealed that the sample was composed largely of primigravidae. The fact that 59 percent of the women in attendance were experiencing the second trimester of pregnancy is not surprising, as this is the period when the certainty of pregnancy has been established, and general well-being is characteristic. Of the sample, 11 percent were under 20 years of age, 46 percent were between the ages of 20 and 24, 36 percent were between 25 and 29 years, and 7 percent were 30 to 34 years of age. The research design employed subjects at six locations to achieve heterogenity, and indeed this sample of pregnant women did appear to follow a residence pattern typical of the entire provincial population. The observation that 54 percent of the subjects had pursued educcation beyond the grade twelve level, and 77 percent had completed grade twelve is in accordance with previous findings that women attending prenatal classes have a high educational level.

The IPAT Anxiety Scale Questionnaire, a brief, nonstressful, and objective measure of general anxiety level, was group-administered. S's were collectively administered the H.I.P. Pregnancy Questionnaire developed by Grimm. This questionnaire is an instrument to assess the emotional adjustment and attitudes of pregnant women. Seven factors relating to pregnancy are identified: neuroticism or relative lack of neuroticism; attitudes toward labor and delivery; desire or lack of desire for pregnancy; worry or lack of worry about the baby; satisfaction with husband and life in general; dependent-independent attitudes and the extent to which one experiences oneself as "sick"; extent of somatic symptoms.

Barrier and penetration of boundary scores were obtained through the administration of the first 25 cards of the Holtzman Inkblot Technique, Form A. Inkblots were scored according to the method outlined by Holtzman, Thorpe, Swartz and Herron. (1961) The Inferred Values of Clothing Inventory (IVCI) is a paper and pencil test designed by Kernaleguen (1971) to indicate strengths of four basic values which a person expresses through clothing choices. The inferred values identified are aesthetic, economic, physical and psychic comfort, social acceptance and recognition. The total inventory is composed of 48 statements to which S is asked to indicate to what degree each statement described her feelings and actions, on a five-point scale. The construction of this test is such that the scores for each value are mutually independent.

Information obtained from the general information questionnaire was coded and frequency distributions were tabulated on this information. Mean scores on all variables were descriptively analyzed and compared with mean scores of established norms. The Pearsonian product-moment correlation coefficient (r) provided a measure of relationship among variables. The one-way analysis of variance technique was employed to determine if there was a significant difference among subjects in each trimester, and between primigravidae and multigravidae on the measures of adjustment and the inferred values of clothing. The coefficient of concordance (w) represented the degree of agreement among subjects on the order of preference of the inferred values of clothing.

RESULTS

Cattell (1963) reported a mean score of 28.6 and standard deviation of 11.3 on the IPAT Anxiety Scale Questionnaire for a group of 405 women. No data regarding pregnant women were available. This study reported a mean score of 31.9 and standard deviation of 10.4 on the same IPAT Anxiety Scale Questionnaire. Means and standards deviations for the factors in the H.I.P. Pregnancy Questionnaire were similar to those established by Grimm (1968). S's appear to be slightly more neurotic, have more positive attitudes toward labor and delivery, have a greater desire for pregnancy, worry less about the baby, and are more satisfied and independent. The extent of somatic symptoms for both groups is almost identical. For a group of 102 college women, Baer (1970) reported a mean score of 8.05 and standard deviation of 3.15 for barrier. In the same sample the mean score and standard deviation for penetration were 5.83 and 2.61 respectively. For a sample of 40 women, Kernaleguen (1970) found means of 6.53 and 3.30 and standard deviation of 3.23 and 2.13 for barrier and penetration respectively. In comparison this study reported a mean score of 4.67 and 3.21 and standard deviation of 2.42 and 2.58 for barrier and penetration respectively. As the IVCI was in the process of being validated as a research instrument, no norms were available for comparison.

Table 1 gives the directional rating of all variables. Each of the factors in the H.I.P. Pregnancy Questionnaire, and each of the values in the IVCI are scored independently of the other factors and values.

TABLE 1: DIRECTIONAL RATING OF VARIABLES

VARIABLE	HIGH SCORE	LOW SCORE
Anxiety (Cattell's IPAT Anxiety Scale)	high anxiety	low anxiety
Attitudes and Adjustment (Grimm's H.I.P. Pregnancy Questionnaire)		
Neu	low neuroticism	neurotic
Lab	favorable attitudes	unfavorable attitudes
Des	desire	no desire
WoB	lack of worry	worry
Sat	satisfaction	dissatisfaction
D-I	independence	dependence
Som	few somatic symptoms	many somatic symptoms
Body boundary (Holtzman Inkblot Technique)		
Barrier	high Barrier	low Barrier
Penetration	high Penetration	low Penetration
Values (Kernaleguen's IVCI) 6 values		
each value	high value	low value

TABLE 2: INTERCORRELATION MATRIX FOR ANXIETY, H.I.P. FACTORS, BODY BOUNDARY, AND VALUES ON 56 PREGNANT WOMEN

				H.I.P. Factors						Body Boundary			I.V.C.I.			
Variables	IPAT Anx	Neu	Lab	Des	WoB	Sat	D-1	Som	Bar	Pen	Aes	Ec	Comf-Phy	Comf-Phy	Soc-Acc	Soc-Rec
Anx	1,000	-.733‡	-.384‡	-.303*	-.572‡	-.051	-.436‡	-.426‡	-.158	.099	-.058	-.257•	-.108	.158	.274*	.225•
Neu		1.000	.332*	.294*	.405†	-.069	.489‡	.483‡	.148	.078	.219•	.194	.052	.003	-.190	-.120
Lab			1.000	.378†	.414†	.110	.326*	.459‡	.017	.033	-.077	.054	.020	-.237•	-.171	-.422‡
Des				1.000	.247•	.336*	.204	.492‡	-.233•	-.005	-.093	.050	-.080	-.272*	-.141	-.222•
WoB					1.000	-.211	.319*	.316*	-.001	-.142	-.320*	-.094	-.102	-.270*	-.224•	-.432‡
Sat						1.000	-.002	.215	-.091	.246•	-.094	.123	-.209	-.067	-.177	.036
D-1							1.000	.330*	.239•	.093	-.014	-.156	-.126	.029	-.242•	-.214
SoM								1.000	.086	.041	.023	.215	.068	-.260*	-.210	-.392†
Bar									1.000	.313*	.089	-.053	.155	.110	-.055	-.080
Pen										1.000	-.204	-.189	-.132	-.186	-.235•	-.080
Aes											1.000	.556‡	.598‡	.471‡	.207	.406†
Ec												1.000	.640‡	.310*	.336*	.253•
Comf-Phy													1.000	.279*	.181	.057
Comf-Psy														1.000	.524‡	.443‡
Soc-Acc															1.000	.595‡
Soc-Rec																1.000

• p < .10 † p < .01
* p < .05 ‡ p < .001

r .90 (54df) = .219 r .995 (54df) = .337
r .975 (54df) = .259 r .9995 (54df) = .422

Table 2

The correlation analyses (see Table 2) revealed that a high level of anxiety was associated with high value being placed on social acceptance. The relationship between anxiety and social recognition approached significance. A high level of anxiety was also associated with neuroticism. Negative attitudes to labor and delivery, little desire for pregnancy, worry about the baby, dependent attitudes, and the reporting of many somatic symptoms all correlated with a high level of anxiety. Intracorrelations were observed among the factors in attitudes and adjustment to pregnancy and among the inferred values of clothing. A high value for aesthetics was correlated with worry about the baby, while a high psychic comfort value was associated with lack of desire for pregnancy, worry about the baby, and the reporting of many somatic symptoms. Clothing for the social values of acceptance and recognition both showed a relationship with worry about the baby, while the relationships between clothing for social acceptance and dependent attitudes, and between clothing for social recognition and lack of desire for pregnancy approached significance. A relationship was identified between clothing for social recognition and negative attitudes toward labour and delivery, and the reporting of many somatic symptoms. The barrier and penetration scores showed few relationships with any of the variables, but they did relate positively to one another.

Two analyses of variance were conducted to compare women by trimester and by gravidity on the various measures of adjustment and inferred values. Penetration score was significantly different among women in each trimester, with the score at its highest in women experiencing the third trimester. A comparison of primigravidae and multigravidae revealed no significant differences on any variables, although certain trends toward differentiation were noticed in neuroticism and penetration.

TABLE 3: RANK ORDER OF VALUES ON INFERRED VALUES OF CLOTHING INVENTORY BY TRIMESTER FOR 56 PREGNANT WOMEN

TRIMESTER 1 (N=8)		TRIMESTER 2 (N=33)		TRIMESTER 3 (N=15)	
Sum of ranks	Rank order of values	Sum of ranks	Rank order of values	Sum of ranks	Rank order of values
13.5	Comf-Phy	68.0	Comf-Phy	30.0	Comf-Phy
19.0	Ec	73.5	Aes	40.5	Comf-Psy
21.0	Aes	89.0	Ec	44.0	Aes
30.5	Comf-Psy	111.5	Comf-Psy	46.5	Ec
39.5	Soc-Acc	174.0	Soc-Acc	77.0	Soc-Rec
44.5	Soc-Rec	177.0	Soc-Rec	80.0	Soc-Acc

TABLE 4: SIGNIFICANT AGREEMENT IN RANK ORDER OF VALUES ON INFERRED VALUES OF CLOTHING INVENTORY BY TRIMESTER FOR 56 PREGNANT WOMEN

ANALYSIS	TRIMESTER 1 (N=8)	TRIMESTER 2 (N=33)	TRIMESTER 3 (N=15)
Coefficient of Concordance (w)	.671	.627	.552
Chi-square (X^2)	26.821‡	103.402‡	41.428‡

‡p > .001

X^2 .999 (5df) = 20.515

Tables 3 and 4 report the results of concordance indicating a significant rank order of values with the values for physical comfort, aesthetic, economic, and psychic comfort taking precedence over the values of social acceptance and recognition. This rank order remained similar both for primigravidae and multigravidae. However, when comparing women by trimester, the rank order of values was found to change slightly in the placing of the middle values.

In summary, comparison with established norms showed these pregnant women to have a lightly higher level of anxiety than the normal female population. Anxiety as a measure of adjustment was related to the index of attitudes and adjustment to pregnancy. Positive attitudes toward pregnancy were associated with a lower level of anxiety. It is possible that anxiety may be considered a characteristic of women attending prenatal clinics. Primigravidae and multigravidae who attend prenatal clinics appear to be similar in their level and type of adjustment.

The relationship of these adjustment measures with the more subconscious concept of body-image boundary, however, was not clearly established. Penetration appears to be an important personality variable in pregnant women. Increased understanding of penetration is necessary, particularly with respect to its role in personality projection and empathy. Other measures of body concept at different levels of cognitive activity might reveal more information about the way in which the pregnant woman experiences her body. The inferred values of clothing did yield information about the adjustive behavior of the pregnant women, as a highly significant rank order of values was revealed.

On the basis of this study, several recommendations can be made for further research. The role of the prenatal class in ameliorating the problems of adjustment for the pregnant woman through education should be investigated on a wider scale and a greater depth. The definition of the obstetric population who attend prenatal classes should be investigated so that the educational programme will meet the needs of those attending. The study indicated significant differences in each trimester on some variables. An in-depth longitudinal study of the same women as they progress through each stage of pregnancy to parturition could disclose further differences. Penetration appears to be an important personality variable in pregnant women. The adjustment of the unmarried pregnant woman needs to be investigated with relationship to the variables examined in this study. Social interaction appears to be important to some pregnant women, and if illegitimate pregnancy is censured by society, this social approval might be denied the woman. Further studies on other populations, need to be undertaken to establish greater reliability and validity in the Inferred Values of Clothing Inventory. Coherence between values held and behavioral manifestation of these values could be confirmed by actual experimentation using various styles, fabrics, and types of maternity clothing with individuals exhibiting particular personality characteristics.

In conclusion, this research suggests that the adjustment process of pregnancy is a complex one. Much of the available data are based on studies with groups of pregnant women exhibiting certain characteristics or behaviors. More research investigating the normal emotional reactions during pregnancy and employing established instruments to gain greater rigor in the design and methodology of the study, appears necessary.

ACKNOWLEDGEMENTS

1. This study was supported by a Canadian Federation of University Women's A.E. Wilson Grant.
2. The author is grateful to Dr. S. Fisher for his assistance in scoring the Holtzman inkblot protocols.

L'adaptation durant la grossesse

Trois mesures d'adaptation furent administrées à 56 femmes enceintes fréquentant des cliniques prénatales: le niveau d'anxiété, les attitudes et l'adaptation à la grossesse; les limites corporelles (barrière et pénétration). Ces femmes furent comparées, par trimestre et par degré de gravité sur ces mesures d'adaptation et sur une mesure inférée des valeurs de l'habillement. Les analyses ont révéle une relation significative entre l'anxiété et certains facteurs reliés aux attitudes face à la grossesse et à l'adaptation à la grossesse et certains facteurs reliés aux attitudes face à la grossesse; à l'adaptation à la grosesse et les valeurs inférées de l'habillement. Une correlation positive entre la barrière et la pénétration fut décernée et une différence significative a été observée parmi les femmes de chaque trimestre. La position des valeurs inférées de l'habillement était hautement significative et la valeur de confort physique se plaçait au premier rang alors que la valeur sociale se plaçait au dernier.

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Teaching TEXTILES in Relation to Environmental Conditions

by Mrs. Karen Johnson
Home Economics Teacher
Province of British Columbia

1. PHILOSOPHY

In developing a philosophy about teaching Home Economics my ideas have become clarified and united into a concrete whole, rather than separate entities. I feel that it is important that a student's work and learning should be relevant to the total world situation. In certain subject areas this may seem farsighted but in Home Economics I think it is quite feasible.

By becoming more aware as consumers of fuel and food shortages, and as individuals of various life styles and family situations, students will be able to see the world more as a whole and their role in this situation. Understanding, accepting, and having an open mind about differences in the world will make an individual a fuller person and hopefully add to his concern for the world.

Other ideas I have about teaching Home Economics relate to this concern for the world as a whole.

Student oriented activities add to learning through experience. Decisions have to be made and responsibility accepted for them.

Home Economics can easily become laden with values of what is right and wrong. By teaching alternative methods rather than a *one* right way of doing something perhaps the students will be able to weigh the alternatives and choose the method that suits them best, at the same time appreciating the choices made by others.

Home Economics is typically seen as technique and skill oriented. This is a distorted picture and I think that students should be made to realize that information and knowledge are incorporated into the learning of techniques and skills. This knowledge then makes the application of these skills and techniques to other situations possible.

The one idea which I feel ties all these ideas together is the personal development of the student. A student who can weigh alternatives, make a decision, apply it, and accept the consequences when doing an assignment will more likely be able to apply his reasonings to real life situations. By creating an awareness of others and the world the student will become more accepting of the equality of man. Also related to this today is the equality of women and their acceptance as contributing persons. Similarly a knowledge of family life styles will aid in the rearrangement of traditional family patterns if women become more active participants outside the home. Students who learn to do by doing rather than by watching or listening are adding to the development of themselves as individuals. If they are able to relate what they do and learn to other areas they will have a more total picture of the world which is becoming more important in this age of technological advancements.

2. ENVIRONMENTAL EFFECTS ON TEXTILES

I developed this resource unit or provide an encompassing view of the effects on textiles rather than studying the fibre in relation to separate, usually disjointed effects, such as bleaches, heat, acids and alkalies. Such a separate approach is usually boring, except to those inclined to chemistry, and of no use to the average student in the outside real world. I hope that by using the environment encountered by the textile as the basis of study the students should be able to relate their knowledge better to the outside world and to their own needs.

The definition of the world environment summarizes the main idea of the approach.

Environment: "*the complex of climatic, edaphic, and biotic factors that act upon an organism or an ecological community and ultimately determine its form and survival*".*

The concepts I chose to convey the effects the environment has on a textile are: 1. flammability; 2. weathering; 3. soiling; 4. soil removal.

Concept 1: Flammability

Sub-concept: Effects of Flammable Textiles

Generalizations:

The flammability of textiles causes severe injuries and fatalities every year.

There is also an economic loss suffered through the destruction of personal property.

Smoke generated by burning textiles reduces visibility, often preventing escape from burning buildings.

Toxic fumes are emitted when some substances burn, using up valuable oxygen and overcoming people before they are able to escape to safety.

Small children and older people, who are usually disabled and not as adept, suffer most from the effects of fires.

Smoking in bed and the ignition of bed linens or night wear is one of the largest causes of burn injuries.

Sub-concept: Factors Affecting Flammability

Generalizations:

Fibers are either non-combustible and do not burn or are combustible and do not burn or are combustible fibers that can be grouped into three areas according to their degree of flammability: (1) inherently flame resistant (2) low flammability hazard (3) high flammability.

**Webster's Seventh New Collegiate Dictionary, Thomas Allen and Son Ltd., Toronto, Ont. 1970.*

Factors affecting flammability and its hazards are ease of ignition, rate of burning, ease of extinction, occurrence of shrinkage and melting, and the generation of smoke and its toxicity.

Inherently flame resistant fibers will burn as long as a flame is supplied, but are difficult to ignite. They produce fumes upon burning.

Fibers of a low flammability hazard burn fairly slowly, with a high heat of ignition.

Highly flammable fibers ignite easily and burn quickly.

Thermoplastic fibers are those which are softened by heat or made plastic by the application of heat.

Sub-concept: Legislation

Generalizations:

Legislation concerning the flammability of textiles was first introduced in the United States under the Flammable Fabrics Act in 1953.

Canada's Hazardous Products Act of 1971 refers to flammability.

Concept 2: **Weathering** *"the action of the elements in altering the colour, texture, composition, or form of exposed objects".**

Sub-concept: Organisms

Generalizations:

Textiles provide food for many organisms to live on. Bacteria and fungi cause rotting and mildew, respectively. Conditions necessary for their growth are: (1) correct PH (2) Relatively warm temperature (3) moisture (4) ultra-violet light is damaging.

As the thermoplastic fibers cannot be broken down they do not provide a source of food.

Damage occurs due to degradation of the fiber and a change in aesthetic properties.

Insects have a mechanical effect on fibers by chewing them.

Sub-concept: Sunlight

Generalizations:

Sunlight can produce degradation of textiles.

The degradation depends upon the amount of energy of the light which varies with wavelength. (shortest waves-greatest energy).

Two reactions can occur to damage the textile: photolysis and photosensitized reactions or photosynthesis.

Photolysis: when the light is absorbed by the textile, energy is absorbed. The electrons become excited, molecules vibrate faster, and linkages may be broken.

A photosensitization reaction occurs in the presence of oxygen and moisture and oxidation of the fiber takes place.

Glass provides up to 800% protection for textiles.

Drapery fabrics are most affected, due to their long exposure to sunlight.

Sub-concept: Air-Pollution

Generalizations:

Industrial fumes contain chemical compounds which affect textiles.

The type of industry determines which effects will occur.

The oxidative atmosphere, common to Los Angeles, is the result of the combustion of gas and oils. This type of atmosphere yellows white fibers.

The sulfur-dioxide atmosphere results from the burning of coal and is prevalent in London and Chicago. In the presence of moisture $S0_2$ produces H_2S0_4.

Besides affecting textiles chemically, polluted air contains dirt grit soil, smoke, etc., which can produce abrasive wear on textiles and increase soiling.

Concept 3: Soiling

Soil: "*to make unclean, especially superficially*"*

Sub-concept: Effects of Soiling

Generalizations:

Soiling affects the appearance of garments.

Soil entrapped in a textile aids mechanical damage by abrasion.

Soiling can cause chemical damage.

Soil is a source of food and therefore transports micro-organismsm.

Soil affects your comfort by clogging fabric pores, thereby reducing circulation of air and moisture vapor transfer.

Some soils give off odours.

Sub-concept: Types of Soil

Generalizations:

Air borne soil is unsoluble and is mechanically entrapped in garments.

An electrostatic charge may attract air borne soil to garments.

Air borne soil is fairly easy to remove but over time may be impacted into the fiber.

Water borne soil dissolves in laundry water.

If water borne soil is not removed soon it ages. If heat is applied, as in ironing, there is a change in chemical composition and it becomes a stain.

The ease of removal depends upon the attraction between the soil and the fiber or finishes.

Oil borne soil increases the tendency of the fabric to pick up air borne soils.

If the soil becomes bound into the oil it is hard to remove.

Sub-concept: Forces Holding in the Soil

Generalizations:

Forces which hold the soil in depend upon two sets of forces: 1) forces of impingement and 2) forces of retention.

Forces of impingement are: 1) direct contact or transfer 2) diffusion and 3) electro static attraction.

In direct contact there is a mechanical transfer of soil due to contact.

Diffusion carries soil further in if the fabric becomes wetted.

In electrostatic attraction the soil is attracted by an opposite charge on the fabric.

During retention there is usually no chemical reaction except if staining occurs.

The soil is retained in the fabric dur to mechanical entrapment, electrostatic attraction, or oil bonding.

Concept 4: Soil Removal

Sub-concept: The Detergent Process

Generalizations:

The soil must be separated from the fabric by action of the detergent and mechanical agitation.

The soil must next be held in liquid solution so it doesn't settle back into the fabric.

The detergent aids in stablizing the soil in the solution.

Rinsing removes the detergent from the fabric and the soil is swept away.

Sub-concept: Factors Involved in the Process

Generalizations:

A solvent, detergent, and agitation are involved in the detergent process.

The solvent is usually water and dissolves water soluble soil.

The temperature of the water affects many aspects of the process such as ease of soil removal and the fibre type.

A detergent is a "*laundry product designed to remove, emulsify, dissolve, and suspend soil in a washing solution.*"*

Each detergent claims to have its own unique formula, but there are certain basic ingredients common to all.

Agitation helps remove particles held loosely mechanically and helps to stabilize the soil in the detergent solution.

3. SUGGESTED LEARNING ACTIVITIES

Concept 1: Flammability

Learning Activities:

1. Investigate the causes of fires reported on the radio, TV, newspapers, etc.

2. Trace the developments of legislation concerning flammability of textiles.
3. Observe what happens when the various textiles are ignited. e.g., which ones ignite easily, how fast do they burn, does melt occur, are they self extinguishing, are fumes emitted, are they easily extinguished, etc.
4. Investigate how fully the Hazardous Products Act is carried out. e.g., examine textile products for sale and relate their estimated degree of flammability to that allowed by law.

Concept 2: Weathering

1. Study the effects of sunlight on various textiles. e.g., hours of sunlight to produce degradation, effect of glass, differences between fibres.
2. Investigate the different types of air pollution occurring in the area or city.
3. Collect newspaper articles on pollution and discuss its effects.
4. Examine examples of textiles degradation by organisms.
5. Study the life cycle of organisms which affect textiles.
6. Subject textiles to various types of air pollution in a controlled setting.

Concept 3: Soiling

1. Soil fabric by using the three methods of soiling.
2. Determine the effects on the garment of different types of soil.
3. Investigate the influence of fabric weave on the degree of soiling.
4. Design a bulletin board depicting the soiling process.
5. Have students decide on suitable projects.

Concept 4: Soil Removal

1. Compare the methods used for dry cleaning and home cleaning.
2. Apply the principles of soil removal to stain removal.
3. Compare the cleaning ability of various commercial cleaning agents.
4. Do the wash at home.
5. Analyze each of the steps they followed in doing their own wash.
6. Compare the cost and cleaning ability of the commercial cleaning agents and choose a suitable one taking both factors into account.
7. Investigate the use of such washing aids as bleaches, water softeners, fabric softeners.

4. SOURCES OF EDUCATIONAL MATERIALS

1. Pollution groups.
2. Dry cleaning establishments or organizations, e.g., American Institute of Laundering, Joilet, Illinois, 69434.
3. Commercial launders.
4. Provincial and Federal Government Agencies—contact for consumer information, laws, statistics, standards, testing.

5. Magazines, e.g., Chatelaine, Good Housekeeping, Better Homes and and Gardens, Consumer magazines.
6. Newspaper articles.
7. Manufacturers—of detergents, stain removers, bleaches, fabric softeners, starches, cleaning agents, blueing, dryers, washers, etc.

5. BIBLIOGRAPHY

Most of the resources for this unit are quite general with few pertaining directly to a specific concept. As a result they do not lend themselves well to a suggested reading list for each concept. Instead I have supplied comments as to which section of each book would be most useful.

1. American Home Economics Association, publishers, Washington, D.C., *Textile Handbook* 1970 – good section on maintenance of fabrics.
2. Gottlieb Duttweiler Institute publishers Ruschilkon-Zurich, *Textile Flammability and Consumer Safety* 1969 – very good book covering all aspects of flammability.
3. Joseph, M.L. *Introductory Textile Science,* Holt, Rinehart and Winston, Inc., New York 1966 – general reference.
4. Labarth, J. Textiles: *Origins to Usage* The Macmillan Co., New York 1964 – general reference.
5. Linton, G.E. *Applied Basic Textiles* Duell, Sloan, and Pearce New York 1966 – good general reference with sections on laundering spot and stain removal, fabric care, light and mildew.
6. Taylor, F.J. Kettle, P.G., and Putman, R.G. editors *Pollution: The Effluence of Affluence* Methuen Publications, Agincourt, Ont. 1971 – good general reference with a section on air pollution.
7. Stout, E.E. *Introduction to Textiles* John Wiley and Sons, Inc. V.S. 1960 – general reference.
8. Warner, M. *Your World, Your Survival* Abelard-Schuman, London 1970 – good general reference with slight mention to textiles and air pollution.
9. Wingate, J.B. *Textile Fabrics and their Selection* Prentice-Hall, Inc. Englewood Cliffs, N.J. 1964 – general reference with section on care of fabrics.

THE UNIVERSITY OF SASKATCHEWAN

Invities applications for the position of Dean of its College of Home Economics.

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STYLE GUIDE FOR METRIC RECIPES

A style guide has been prepared by the C.H.E.A. metric committee and is available from the national office in Ottawa. This is a guideline for developing and writing metric recipes based on the metric measures approved by the Canadian Metric Commission. Experience has shown that existing recipes can not be converted successfully to metric recipes without testing and making necessary adjustments.

METRIC MEASURES ORDER FORM

Please send the following items in quantity noted:

________ **Sample kit(s) @ $7.50 each** $________

Kit includes: one set each stainless steel and plastic small 'spoon' measures (1, 2, 5, 15, 25 ml); one set each stainless steel and plastic dry measures (50, 125, 250 ml); one *pyrex* liquid 250 ml measure.

Small measures, set of five: 1 ml, 2 ml, 5 ml, 15 ml, 25 ml.

________ dozen(s) stainless steel @ $18.50 per doz. . . . . $________
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Dry measures, set of three: 50 ml, 125 ml, 250 ml.

________ dozen(s) stainless steel @ $28.00 per doz. . . . . $________
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________ dozen(s) 250 ml @ $ 8.40 per doz. . . . . $________
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Orders must be returned with cheque payable to C.H.E.A. Metric committee by **May 30, 1975** to: C.H.E.A. Metric Committee, c/o Sally Henry, 43 Junction Road, Toronto, Ontario M6N 1B5.

Prices include mailing and other charges. Shipment to be made for arrival early September unless otherwise indicated.

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A PIONEER MEETING IN METRIC AWARENESS

by Andrea Thompson
Speakers Bureau
Toronto Home Economics Association

"Canada Goes Metric". Everyone is talking about it; but is everyone really thinking about it? I certainly was not at first.

In June 1974, at a T.H.E.A. Speakers Bureau meeting, I volunteered to head the Subject Area "Metric Conversion" — my reasoning being that I was always good at mathematics. At a Canada Bookstore, I picked up some free literature put out by the Metric Commission. Later on in September, I was appointed as a liason between C.H.E.A. Metric Committee and T.H.E.A.

Attended my first Metric Committee meeting and began to realize the vast amount of work involved in preparing Canadians for the Metric System. T.H.E.A. had already drawn up their program for the year when I was asked to help co-ordinate the November 13 Metric Workshop meeting only eight weeks away.

We had great ideas! We would have a series of booths to work in where we would stress metric measurements of volume, length, mass and temperature. We would show a film and have a great discussion later.

First problem — only one of the films listed in the resource list from Metric Commission was available. The others would be ready after December. Too late for us!

Second problem — the sizes of metric cooking utensils were not as yet official. Other than Pyrex liquid measures there was nothing available to use in a Kitchen Booth.

Third problem — for our other booths again there was not enough equipment available for us to use at this late date to bother setting up our own displays and work area.

Ryerson Institute offered to let us use a 5 minute TV tape on cooking in metric that a group did as a project. It was very interesting.

We realized now we would have to concentrate on commercial display materials and a good panel to disseminate metric information.

From the resource list of suppliers of metric materials and services, we obtained the names of some companies to contact. Three were interested in our meeting and set up a most informative display.

Metric Commission sent us bathroom scales, a height measure, and various pamphlets to hand out.

Posters from a bank, metric containers of soft drinks, and packages of groceries rounded out our display area.

Marilyn Wallace from Metric Commission in Ottawa came with a display booth and also spoke on our panel. All the people in the business world that we contained were most obliging and helpful in our search for panel members. The five we ended up with were so interesting and informative that we could have listened to them longer than the 15 minutes they were each allowed.

Marilyn Wallace, Special Advisor to steering committee #6, spoke about the Metric Commission, the various committees and groups and their interrelationship of aims and purposes.

Deanna Burns of Ontario Consumer and Corporate Affairs said their concern is with allaying the fears and anxieties of consumers. Conversion is necessary, and is relatively simple, but interest must be kept up until equipment and knowledge is more readily available. Her department also handles the Consumer Packaging and Labelling Act, and the Weight and Measures Act for trade. One beneficial result, so far, is the decrease in proliferation of sizes of toothpaste — from 29 in Imperial measure to 6 in Metric measure.

Ray Chadsey of Weston Bakeries, Packaging and Design Division represented the Food Sector Committee #6.2 which involves 22 industry groups. He discussed many problems and made us aware of how intermingled consumer products are. The 24 ounce loaf of bread (681 gm) will disappear and in its place may be a 700 gm loaf. Package wrappings number and/or sizes of slices and sizes of baking pans will change. This latter change involves the metal industry. Food product sizes will be rounded off e.g. 1 pound of butter of sugar (454 gm) will become a 500 gm package which, obviously, is larger.

Bill Prosser, Manager of Eatons Product Research Bureau represented the Retail Council. Again, we were made aware of the decision making involved (i.e. Small cans of paint be available in 1 litre sizes. Should the larger cans be 4 litres or 5 litres? Which size is more useful?) Many grocery scales are too small to be changed to a new metric calibration and they are expensive to replace. What will small corner stores do? Many weather thermometers are dual so the public is not concerned. What will be done about oven thermometers? Each step forward brings other considerations.

Wendy Sanford from Corning Glass rationalized the choice of Metric measures to be used in cooking. To lessen the confusion of a new system of measurement, the liquid measures and the nesting dry measures and the nesting dry measures will be in 3 different sizes. The spoons will be 5 in number instead of 4. So our new system will be:

liquid measures: 250 ml, 500 ml, 100 ml

dry measures: 50 ml, 125 ml, 250 ml

small measures: 1 ml, 2 ml, 5 ml, 15 ml, 25 ml

This equipment allows us to use the procedures in cooking to which we have been accustomed. (i.e. volume measure as opposed to weighing) (also see C.H.E.A. Journal, October 1974 issue).

Questions from the floor raised more discussion. By the way — there is no such thing as a "metric dozen". A dozen, is a dozen, is a dozen and always contains twelve!

Because of involvement in Metric Committees, industry is now realizing how interlocked they are. They are becoming more aware of each other and of the consumer. This is certainly to our advantage as individuals and as a nation. Canada now has a chance to show that she can make decisions of her own and provide leadership and guidance to others involved in such an undertaking as converting to metric.

An enjoyable evening was had by all 200 people and everyone went home well *aware of metric.* How about you? Don't forget — **Be Alert . . . Don't Convert . . . Think Metric.**

ONE HUNDRED PERCENT MEMBERSHIP

Did you know that less ten percent of Home Economics graduates are members of our national association. Nevertheless so few are contributing significantly in many areas such as developing aids for metric conversion, setting up food and nutrition materials for use in the media, establishing a refereed section in the Journal, and investigating the need for home economists participation in day care programs. Just think what we could do with one hundred percent membership!

Let's not leave it to the dedicated few to promote the well being of individuals and families in Canada. If each one of us looks carefully at our professional priorities, belt tightening should not include membership in CHEA.

The need for the dissemination of information and for practical discussion amongst our profession on matters concerned with community and home life cannot be over-emphasized. To be a strong link between government, business and the community we need a large and enthusiastic membership.

We are, therefore, launching a membership drive. All potential members that can be located will be sent information on CHEA and an application form. This is a costly undertaking. You can help by providing your provincial CHEA director with names of potential members, and ideas for effective recruiting.

At the CHEA Annual Meeting held in July 1974, the following membership classes were ratified: active, including life; associate; reserve; student; and honorary.

Active, life associate and honorary memberships remain similar to the original classes. An associate member of five years or more may be granted active status by the Board of Directors.

Reserve membership may be granted to those individuals who are now (a) retired; (b) not presently employed.

Student membership shall be granted to: (a) person enrolled in an undergraduate program at any Canadian university which is eligible to send voting delegates to the ACHES convention; (b) a person who is an active member pursuing full time study; (c) a person who is eligible for active membership and is pursuing full time study.

Let us make this a successful drive. How about One Hundred Percent membership!

ONE HUNDRED YEARS OF HEALTH PROTECTION

In 1875, the first law regarding health protection in Canada was passed. In the last 100 years, the Health Protection Branch has developed until now it is composed of seven directorates: Administration, Food, Drug, Environmental Health, Laboratory Centre for Disease Control, Non-Medical Use of Drugs, Field Operations.

SPOTLIGHT ON . . . . MANITOBA

In the spring of 1972, the Federal Government and the Government of Manitoba signed a joint agreement entitled A.R.D.A. III (Agricultural Rural Development Act). As its name indicates, funding from the federal government was made available to Manitoba to develop rural areas making them a better place to live and work.

Many projects have been funded under this agreement, the major one being the Farm Diversification Programme, In brief, the F.D.P. programme has been designed to help low-income farm families increase the viability of their farm enterprizes through Diversification to livestock. To this end, thousands of dollars have been distributed through low interest loans, and grants; as well as concentrated farm management training and advice through fully trained farm advisors.

The aim of "increased income" for low income farmers in Manitoba is only half of the story however. In order that these families raise not only their income, but their standard of living, many other facets had to be looked at and dealt with. For this reason, a home economist was hired to develop and co-ordinate programmes aimed at the needs of the family. This has been the responsibility of Paddi Mills, Financial Management Specialist, for the past two years.

At the present time, there are five full time Home Advisors who work with families around the province on an intensive one to one basis. As of December 6, 1974, 900 home visits had been completed by these para-professional staff.

As well, the regional home economists have undertaken many group sessions or Homemaker Workshops. The discussion at these workshops ranges from "Budgeting the Family Income" to "Money-Saving Skills" (such as sewing men's pants or children's tee-shirts).

Paddi's involvement with staff in the field is largely supportive in nature, as she is responsible for the development of teaching aids that will service the needs of staff when teaching money management. Also, she acts as a link between the Farm Management Programme efforts and the Home Economics Programme.

The Farm Diversification Programme is a very worthwhile and much needed programme. Inflation has hit every doorstep these past months, but the effects on low income families has been devastating. This is particularily so in isolated rural areas where the amenities of life are sometimes few and far between. Most of the farmers enrolled in this programme have the capabilities to increase their families' standard of living. It is the aim of the home economist to expose them to the information necessary to do this.

This has been a wide overview of the programme under which Paddi works, but it may have been some insight into the work that is being done in Manitoba.

Edited from a letter from Paddi Mills

WEDDING BELLS

Jane Simms, Associate Director of the Journal, was married in December to Mr. Ian Hope.

HOME ECONOMISTS IN BUSINESS

The HEIB Committee of the Canadian Home Economics Association held its annual meeting at the CHEA convention in Vancouver last July. There was great interest shown in getting involved in another big project which could be a money maker as well as be educational. As Canada is gradually converting to metric and we have home economists who are vitally involved in this conversion, it was decided the project will deal with metric conversion. The nature of the material to be written hasn't been finally established but some sort of study guide to conversion in the areas of concern to home economics teachers would be a starting point. There might also be a cook book using metric measures. Although this project is being undertaken by the HEIB Committee, it is hoped that we will receive a lot of input and suggestions from teachers in the field of Home Economics.

Anyone with ideas about what kind of information would be useful to teachers please send suggestions to me:

Arlene McKay
Chairman HEIB Committee
6735 Leeson Court SW
Calgary, Alberta T3E 6B5

From AHEA Newsletter

FEATURED SPEAKER

Dr. Marjorie East, featured speaker at the upcoming Canadian Home Economics Association Mini Convention is well known to many and her talk will be a highlight! Dr. East was President of American Home Economics Association '72-73 and Chairman of the Lake Placid Conference in 1973. Perhaps you were fortunate enough to hear her thoughtful talk at "Gateways '74" in British Columbia on the changing role of home economists. Do make plans now to attend the Montreal meeting, June 20-21.

Remember for a complete list of the upcoming Summer School Courses, write to the National Office today.

University of Malawi

BUNDA COLLEGE OF AGRICULTURE

LECTURER IN HOME ECONOMICS

in the Rural Development Department

Applications are invited from suitably qualified candidates for the post of **Lecturer in Home Economics** tenable as soon as possible or from 1st September, 1975 in the Rural Development Department at Bunda College of Agriculture, a constituent College of the University of Malawi.

Applications should have a degree in Home Economics or Home Economics Education, preferably with advanced training and/or experience in home economics extension for rural development. Field experience, particularly in a developing country is desirable but not essential. The successful applicant will be required to teach Home Economics to women agricultural students at Degree and Diploma level.

The Salary Scale for non-domiciled staff (including expatriate addition) is:—

Lecturer	K2809 – K4714

Plus **either** a University addition of K720 per annum (taxable in Malawi) **or** supplementation (normally tax free) in appropriate cases under the British Expatriate Supplementation Scheme of between £900 per annum and £1320 per annum (married) or between £444 per annum and £864 per annum (unmarried).

Gratuity of 15% — 25%; superannuation scheme transferrable with F.S.S.U.; family passages; various allowances, biennial overseas leave; housing.

Application forms can be obtained from the Registrar, University of Malawi from whom further particulars for the post are also available. Completed application forms (4 copies) should reach the Registrar, University of Malawi, University Office, P.O. Box 278, Zomba, Malawi by 15th May, 1975.

Abstracts of Current Literature

Prepared by the Staff of the College of Family and Consumer Studies, University of Guelph, Guelph, Ont.

Using Volunteer Families in Teaching Family Sociology
Gunther, B.C.
1974
The Family Coordinator, vol. 23:*261-267*

An ongoing limitation in teaching about families is the lack of opportunity to relate the theoretical understanding to an understanding of the diverse realities of actual families. A method of providing a quasi-empirical demonstration of a given theoretical perspective in an actual family setting was tested in a university setting.

The sociology of the family course met 3 hours per week for eleven weeks and involved 216 students (55% female). Requirements included: 1. standard assigned readings and subsequent tests and 2. family visitations. Students made their own arrangements with families but were not allowed to observe their own relatives. The visiting required one to two hours each week and involved observing, first-hand, the family processes that were the topic for the given week. Two weeks were allowed for establishing contacts and weekly instructions were given to students to guide their observations. One example of the instruction is presented in the article. Once observations were begun, they became the empirical examples for the principles discussed each week. In addition, a written report of each observation was graded on the basis of "completeness and insight into the dynamics of the family."

Advantages of this teaching technique included opportunity to see principles applied within a broad context, provision of observational skills and high student involvement. Disadvantages included the possibility (rare) of overinvolvement of students in traumatic situations and inability of some students to see the relevance of the experience in the learning process.

Teachers considering this approach should recognize that it requires sound background in family theory and a good deal of preparation time for the teacher and considerable maturity in the students.

Woman In Design
Spring 1974
Design and Environment, Vol 17

There was increasing numbers of women entering male dominated design professions. However, the acceptance of women as professional Planners, Developers, Landscape Architects, and Architects is far from complete. Sensitive and ambivalent issues continue to surround and influence a woman's decision to enter any one of these fields and affect her freedom to practise on a recognized, professional level.

"Women In Design" is the title of a complete issue of *Design and Environment.* The selection of articles and reports provides thoughtful insight into what is considered by both men and women, to be a controversial in design. Attitudes and psychological barriers that influence acceptance of a woman both inside and outside of her professional role are revealed.

The Horner theory postulates that a woman's professional commitment can remove her from the comfort of a prescribed social role shared by the majority of women, whose support she stands to lose by her career choice. Another issue is the undermining of professional identity upon entering a male dominated field. A woman qualifies to get her foot in the door, only to find she is delegated to a secondary and anonymous position next to the male figures in the design office.

Are the professional interests of women designers congruent with those of their male counterparts? This question may be unresolved, but the writers indicate that there is positive evidence of a measure of gain for everyone as numbers of professional women entering design fields increase. For men, many of the professional issues initiated by women are career goals with which they are in agreement: flexible schedules, elimination of the star-system and increased freedom from corporate and government constraints. Women stand to gain from increased support and greater visibility within their chosen fields.

The editors of *Design and Environment* are to be commended for their open support of women in design and for generating interest in a sensitive topic for their professional reading audience, which is 95% male.

The popular 'battle of the sexes' theme that runs through much of the women's movement does not have significance for women entering male dominated design fields. As Neil Kleinman points out in his article: The Middle Class Minority, "There may be no winners", instead everyone stands to gain with more women in design and there are 'real issues' to be examined.

Effects of vacuum packaging on microorganisms on cut-up chickens and in chicken products
A.S. Arafa and I.C. Chen.
1975
J. Food Sci., 40:50

This study evaluated the effect of vacuum packaging in polyethylene film packages on the resulting microbial growth of chicken and chicken products.

Broilers were cut up, packaged in polyethylene pouches by one of the following three methods: a) vacuum b) heat sealing or c) folding over the top of the pouch, and stored in a 2-4°C refrigerator. Total microbial counts were taken every four days. At the end of the 28 day storage period, spoilage microorganisms were isolated and characterized.

In addition broilers were ground, sterilized, and packaged in polyethylene bags, before being innoculated with one of three cultures. They were then vacuumed sealed and stored in a 2-4°C refrigerator. Total microbial counts were established after various storage periods.

Method of packaging was not found to affect the psychrophilic aerobic bacteria count or the shelf life of the fresh samples but did affect the total spoilage count by anaerobic bacteria after 12 days of storage. The vacuum packaged samples showed the highest anaerobic psychrophile count throughout the entire storage period, but had the lowest staphlococus and mesophilic counts.

The total aerobic and anaerobic counts of the regular sealed samples were practically the same for the first 12 weeks until the oxygen in the bags was used up and the anaerobic bacteria took over.

Vacuumed packaged samples supported different bacteria than the control samples, with vacuum conditions encouraging the growth of Enterobacter sp. and causing spoilage under refrigerated conditions. Also with these varying microflora, different spoilage odours existed between the vacuum and control samples.

It was found that A. aerogens, E. coli and P. mirabilis could survive and grow in poultry meat that had been vacuumed packaged, sterilized, and stored at refrigerator temperatures. Many species of the Enterobacteriaceae family are well known as pathogens and scavengers. Therefore their growth in vacuumed packaged food products is important.

The results of the study indicated that vacuum packaging was not effective in the refrigerated storage of fresh poultry meats.

A longitudinal study of high school girls' friendship patterns, social class, and clothing.
J.B. Eicher, E.A. Kelley, and B. Wass
1974
Research Report 222, Michigan State University
Agricultural Experiment Station, East Lansing, 61 pages.

The purpose of the study was to determine whether appearance was important in initiating social contact and friendships among adolescent girls. The female students of one high school class in a small university town were studied (N = 154 at the commencement of the study) over a period of four years between 1960 and 1965. The majority of students were from professional and white collar family backgrounds (67%) while the remainder came from families whose main wage earners were blue collar workers.

Sociometric data and family background information were gathered from each student for each of the four years in order to determine friendship patterns and changes in relation to social status. Questions about clothing interest, importance and practices were asked in the first and fourth years of the study.

Well defined friendship groupings were found to exist throughout the study and to have relationships to social status boundaries. In particular, relatively closed friendship structures existed within an elite group from professional family backgrounds and for the lowest social status group. Clothing was cited frequently as an important assessment criterion by members of all but the lowest social status grouping who thought appearance was less important than what a person was like. The members of the lowest status group frequently were named as not dressed right by members of other groups while the elite group were listed often as most popular and best dressed. Practical implications for these and other findings were drawn from the extensive data by the authors.

The data is drawn together and organized into two sections. Part one, "Birds of a Feather", contains an overview of the results with technical vocabulary kept to a minimum in order to appeal to a broad audience. Part two, “Research Framework”, contains the theoretical and methodological information, results and questionnaire.

While the data was collected ten years ago the authors have illustrated how many of the same behaviors exist now as then and have discussed the implications of their findings for present day adolescents.

A Taxonomy of Prepurchase Information Gathering
John D. Claxton, Joseph N. Fry and Bernard Portis
1974
The Journal of Consumer Research, Vol. I No. 3: *35-42*

The Canadian government has instituted programmes to aid consumers in decision making. The information is aimed at the prepurchase situation. Some questions which arise are who uses the information, what information is used, and how is the information utilized. The authors in this paper have directed themselves to answering some of these questions.

The authors’ objectives were first, to identify patterns of prepurchase information gathering and second, to assess underlying reasons for any differences in prepurchase search patterns. The authors were concerned with variables such as source of information used in prepurchase information gathering, number of stores visited, features considered, alternatives considered and deliberation time. These variables in turn were correlated with respondent income, education, financial constraints, immediacy of of need and concern with selecting the right product.

The data were collected in London, Ontario and thus, those who might criticize the research on the basis of non-Canadian context, cannot. The prepurchase situation studied is the buying of major appliances and furniture. The authors do point out areas for further research.

Although more research is indicated, the information gathered would be of interest to those concerned with Consumer Education. With this type of information, educators could determine what kinds of information to direct to various consumers.

HOME ECONOMICS: POSITION OPEN

University of New Brunswick invites applications for the position of Assistant-Associate Professor in Home Economics.

Responsibilities include teaching in Foods— Nutrition including Quantity foods and assisting in development of program and test laboratory facilities. Ph.D. preferred. Salary and rank commensurate with qualifications and experience.

Effective Date of Appointment, July 1, 1975. Please forward application and vitae to Dr. Darell LeBlanc, Faculty of Education, University of New Brunswick, Fredericton, New Brunswick E3B 5C2

CANADIAN HOME ECONOMICS ASSOCIATION

mini-convention 1975

June 19 - 21

McGILL UNIVERSITY, MONTREAL, QUEBEC

THEME: WOMEN WHO CARE

Tentative Programme

THURSDAY, JUNE 19, 1975

Board of Director's Meeting
Board Dinner

FRIDAY, JUNE 20, 1975

9:30 a.m. Board of Director's Meeting
8:00 a.m. – 9:15 a.m. Registration
Continental Breakfast
9:15 a.m. Official Opening and Greetings
9:30 a.m. – 3:30 p.m. Concurrent Sessions & Tours – Billingual

a. Consumerism
  Federal & Provincial Co-operation
  Consumer Protection
b. Foods & Nutrition
  Olympic feeding program & site
  Montreal Diet Dispensary
c. Housing & Design
  Evolution of Quebec Architecture
  Tour of Old Montreal Buildings
  Tour of Canadian Furniture Designers Show Mart
d. Textiles & Clothing
  Tour of Textile Mill
  Presentation by
  Canadian Council of Designers
e. Family Studies
  Parent Participation Preschools
  Communications

3:30 p.m. – 6:30 p.m. Book Display – Home Economics Areas
4:00 p.m. – 6:00 p.m. QUEBEC CIDER & CHEESE RECEPTION
Evening **Special Group Meetings**
Home Economics Supervisors – H.E.I.B.'s – University Students

SATURDAY, JUNE 21, 1975

International Women's Year – Women Who Care

9:00 a.m. – 12:00 Noon Panel Discussion
The Home Economist & The Changing Role of Women
Simultaneous Translation being arranged
Keynote Speaker: Dr. Marjorie East
Small group discussions to react to discussion
12:00 Noon – 2:00 p.m. LUNCHEON
2:00 p.m. – 4:00 p.m. Small group discussions on various aspects of roles and rights.

a. Women and their Sex Role
b. Women and Legal Rights
c. Women and their Community
d. Women and their Community
e. Women and Media

4:00 p.m. – 4:30 p.m. Wrap-Up Session – Why not?
7:00 p.m. BANQUET & ANNUAL MEETING

Further information re convention will be sent in February to all members. Please indicate interest via response A.S.A.P. to help us plan.

The Right Combination
Robertson, E.C.
Gage Educational Publishing Ltd., Toronto
1975, pp. 180, $6.36

The Right Combination is a welcome addition to our meagre Canadian supply of well-written, and reliable nutrition books. Furthermore, Dr. Robertson's Book is relatively inexpensive, a prerequisite with today's tight budgets, and because of its simplicity of style has wide readership appeal. Although not an in-depth book for the professional dietitian, nutritionist or home economist it is ideal for teachers dealing with upper elementary and senior high school students as well as for consumers who wish to straightforward introduction to the complex world of nutrition.

The Right Combination begins with a tantalizing foreword about the development of food habits in relation to social customs, early childhood experiences and changing lifestyles. How I wished that the author had expanded these concepts more fully in the book's main contents!

There are 3 main sections which progress logically from nutrients to foods to meals. Each chapter ends with a quiz and projects thus making the book very suitable for classroom instruction. Three colourful albums entitled the Cuisine of Canada, Knapsack Lunches and Firends and Food are a pleasant diversion from the usual textbook format but serve more to provide eye appeal than information.

Of great use to teachers and their students as well as consumers is the extensive reference section at the back of the book. Readers may choose from a variety of learning activities and helpful tools such as food tables, other nutrition books and cookbooks, pamphlets, films, filmstrips, and slides.

Considering that it is not an easy task to simplify the complicated subject of nutrition without endangering the accuracy of the message I believe that Dr. Robertson should be congratulated for her effort. Her use of metaphors throughout the book such as the blood acting as a type of floating cafeteria for the cells helps to bring some relevance to the messages.

The impact of the information given is greatly facilitated by the use of easy-to-understand charts, diagrams and illustrations as well as marginal notes outlining important points made in the text. Ideas for food experiments, Nutrition Canada data and key food laws are also described when appropriate on the right-hand side of pages.

Dr. Robertson's integration of historical notes with the description of the role of nutrients such as vitamin C immediately brought to life the tremendous significance of food in relation to our well-being. More of the same for a greater number of nutrients would have made very interesting reading.

Despite their tentativeness Dr. Robertson has made an attempt to deal with some current topics. Cardiovascular disease and diet, megavitamin therapy, food additives and health foods are the main areas mentioned. The chapter on fads and facts is particularly useful to teachers or consumers needing some common sense facts. In addition to these issues, mention of overfeeding in relation to fat cell development in children and teenagers and more information on vegetarian diets would have been helpful.

Readers will find the hints on food selection, storage and preparation of food practical and clearly explained. With today's rising food prices this information is very worthwhile.

The danger in producing any publication of this nature is that no sooner is it compiled and published than some of the information becomes outdated. This is evident, for example, with the nomenclature for vitamins A and D which has just recently changed. Rather than international units vitamin A is now described in terms of retinol equivalents and vitamin D as micrograms of cholecalciferol. Furthermore, we are experiencing the first stages of metrication so that inclusion of metric units throughout the text could have been suitable rather than a metric conversion chart toward the end of the book.

Nevertheless, we are indebted to Dr. Robertson for yet another fine contribution to the nutrition information market. Her statement that "there is no substitute for a well-informed consumer" is fitting for a book which will undoubtedly assist that process.

Reviewed by: Linda E. Beardall, B.Sc., Dip.Nutri., R.P.Dt. Nutritionist, Etobicoke Community Health Department and Chairman, Toronto Nutrition Committee.

Search for the Consumer Interest
2nd Edition, 1974
Edited by: David A. Aaaker & George S. Day
The Free Press, Collier MacMillan Publishers, London
460 pp., $10.95 cloth, $5.95 paper

During the past decade, the thrust of consumerism has evolved through problem description and complaint analysis to the development of information and education programs by both industry and government. This second edition of Consumerism — Search for Consumer Interest reflects this broadened scope with most of the material being new.

The book is composed of a series of addresses, essays and lectures written by leading academics and professionals. It is well organized with the sections arranged according to the steps in the buying process — prepurchases, purchase and post-purchase. Inflation, misleading advertising, product safety, credit, warranties, packaging and labelling are all explored. The inclusion of papers on ecology and advertising reflect the growing consumer concern for social and economic issues in the broadest sense.

Although this American text centres on issues, legislation and situations south of the border, a gesture to Canadian consumers is made in the inclusion of an address by David Leighton, first Chairman of the Canadian Consumer Council.

At the conclusion of each section, a comprehensive set of classroom-tested discussion questions are posed that should be useful in positioning issues and stimulating discussion.

This is an excellent collection that provides an overview to the study of the clearest and most comprehensive books on the subject available today. Anyone teaching or interested in consumerism would find this book very worthwhile reading.

Reviewed by Mrs. Kay Williams, Consumer Consultant and Information Officer, Ontario Region, Consumer and Corporate Affairs

"Tailoring for Women, Step by Step"
Fourth Edition
Dorothy Donielson & June Pond
Hallen Publishing Company, San Jose, California
1974, 87 p.p., $6.50

This book provides the clothing student and the home sewer with complete but concise instructions for custom tailoring a woman's suit using a woven wool fabric. As well as describing the classic tailoring methods, this updated edition also includes useful sections on using knit fabrics and fusible interfacings, and making and fitting pants.

The material is presented in a logical sequence from the selection of size and fabric through altering and fitting, interfacing application and garment construction to the final finishing details. Any changes required in a commercial pattern to adapt it to the tailoring methods are clearly explained. The authors also outline variations in techniques needed for different jacket styles such as a shawl collar or raglan sleeves.

On the whole the instructions are complete and easily understood, and the line drawings are very helpful. For some techniques, such as pad stitching the undercollar, both the hand method and an alternative machine method are included. While all the techniques are not the traditional European tailoring ones, several of the authors' variations have merit. For example, their method of applying the collar by machine rather than by hand is much quicker yet still produces a good appearance.

By following the step by step instructions in this book the careful sewer can make a suit that has the features of a classic tailored garment.

Reviewed by Clothing Section, Home Economics Branch, Ontario Ministry of Agriculture

Obesity & Its Management, Craddock, D.,
Second Edition
Churchill Livingstone Ltd., London
1973, pp. 205

This book should **not** be recommended as a reliable source of information on obesity.

Comments will be limited to the chapters on the "Treatment of Obesity by Diet" and "Weight Gain in Pregnancy and its Control". The author has fallen into the trap of "Dr. Atkin's Diet Revolution" by advocating unrestricted calories with restricted carbohydrate. He cites the action of "fat mobilizing substance" released in low carbohydrate diets as the key to weight reduction. The American Medical Association recently released a statement which says that no such hormone has been unequivocally identified in man. In addition the negative side effects of such a diet are cited by A.M.A. These include high saturated fat and cholesterol intake, dehydration, kidney overload due to high protein intake and nutrient intake and nutrient inadequacy. The author's main failing is his lack of understanding of the basic principle of the law of thermodynamics i.e. that it is the number of calories which determines weight loss and gain.

The author also recommends weight loss during pregnancy with no mention of nutrient requirements during this period of physiological stress. He contradicts directly the more reliably researched recommendations of the Committee on Maternal Nutrition, Food and Nutrition Board.

This book presents an incomplete and at times not well researched view of the management of obesity. It should not be used by physicians in private practice or any other person concerned with management of obesity.

Reviewed by Donna Woolcott, Health Promotion Branch, Ontario Ministry of Health.

Reprinted by permission of "Contact", Newsletter of the Toronto Nutution Committee.

BOOKLET AND PAMPHLET SECTION

Supplement to Selected List of Reliable and Unreliable Nutrition References, 1975
Price — Book list — $1.50
Book list supplement — $1.00

Compiled by the Toronto Nutrition Committee to expand the list published in 1973. This Committee is a volunteer group composed of dietitians, nutritionists and home economists employed by government, hospital, university and commercial agencies. The book list and supplement would be particularly helpful to teachers, home economists, nutritionists, dietitians and librarians.

Distributed by Dietetic Services, Ontario Hospital Association, 150 Ferrand Drive, Don Mills, Ontario M3C 1H6

Everything you always wanted to know about food but didn't know who to ask –
An 8 page pamphlet published in 1974 by the Canadian Institute of Food Science Technology, for the purpose of providing accurate and informative answers to important questions frequently asked about today's food (e.g. processing, additives, contaminants, harmful side effects, legislation, health foods, empty calories, etc.). Suggestions for future reading are included on the back page.

Further enquiries may be directed to the Institute at Suite 10, 46 Elgin Street, Ottawa, Ontario K1P 5K6.

For free copies of the following, write to: Educational Services, Health and Welfare Canada, Queensway Towers, 200 Isabella Street, Ottawa K1A 1B7 Attention — Toni Timmermans.

English

Danger Zone in the Kitchen — booklet (Revised 1974)
Eat Better for Less — leaflet (new)
Food Safety — It's All in Your Hands — booklet (Reprinted 1974)
Health Protection and Food Laws — booklet (Revised 1975)
Nutrient Value of Some Common Foods — booklet (revised 1974)
Selected Nutrition Teaching Aids — booklet (to be revised 1975)

French

Documentation Sur L'Hygiene Alimentaire Pour Les Infirmieres Hygienistes — brochure (to be revised 1975)
Les Aliments, La Sante et La Loi — brochure (revised 1975)
Mangeons Bien a Moindre Cout — dépliant (new)
Repas de Tout Repos: Votre Affair — brochure (reprinted 1974)
Valeur Nutritive de Quelques Alimenst Usuels — brochure (revised 1974)
Zone de Danger dans las Cuisine- texte Programmé (revised 1974)

FILM STRIPS

Nutrition story subject of new filmstrip for schools.

The theme "Breakfast is the most important meal of the day", dear to the heart of many leading nutritionists has been developed in a new 15-minute filmstrip created primarily for the eight to ten year old school child.

The 35 mm colour film entitled "Don't Be a Breakfast Skipper" is being distributed to schools accompanied by a special kit containing a teacher's guide and student collateral material.

The basic story of good nutrition is told by using breakfast and its importance to the body as the theme. Entertaining matchstick figures illustrate the text. Incorporated into the script are the reasons why eating a good breakfast is important as well as various types of foods which are good to eat, including less traditional items such as fish and cheese. Calories, proteins, minerals, and vitamins are defined and their functions explained. Final emphasis is placed on the four food groups.

The accompanying teacher's guide contains the complete scripts for narration as well as suggestions for follow-up projects. A special breakfast scoreboard for students is included to encourage active follow-up student participation.

The filmstrip produced for Kellogg Salada Company Ltd., is appropriate for other groups such as 4-H clubs, Home Economics classes, students in elementary education. Materials may be obtained by writing to Kellogg Salada Canada Ltd., c/o 165 University Avenue, Toronto, Ontario M5H 3B8.

The Marvels of Microwave

Microwaves aren't mysterious . . . they're marvelous! Help your students discover the marvels that a microwave oven offers to any kitchen. With this "Marvels of Microwave" educational kit by Corning Glass Works, you'll have the information you need for teaching "all about microwaves" as well selecting and using the right containers for the microwave kitchen. Familiar things never before chosen for cooking suddenly become "pots and pans".

Inside the "Marvels of Microwave" educational kit you'll find:

One Filmstrip with Script Covers the concept and history of microwaves, the selection of the right microwave dishes and various ways to cook with microwaves (about 10 minutes in length.)

One Audio Cassette for Filmstrip — About 10 minutes in length.

A "Mini" Dish for Microwave Cooking Corning Ware petite pan, an ideal dish for microwave cooking, is included.

25 Student Leaflets Take-home guides explain which dishes to select for microwave ovens and how to use them in microwave ovens as well as with conventional ranges. (Additional sets of 25 leaflets each may be ordered separately.)

Set of 7 Transparencies Illustrates selection and use of cooking utensils in microwave oven and with conventional range.

5 Flash Cards Encourages class discussion concerning multiple uses for specific utensils and suggested foods in the microwave oven.

Wall Chart Illustrates the concept of microwave cooking.

A Teacher's Guide Offers background information, suggested class activities and reference materials.

To order this educations kit send $12.00 to: Corning Glass Works, Product Information Department, Building E-1, Corning, New York 14830. *(Note: additional packets of 25 student leaflets – $1.50 per set)*

Membership Fees

May we remind our members that the following membership fees are due May 1, 1975 as passed at the Annual Meeting, July 11, 1974.

Active and Associate	**$30.00**
1975 Graduates from Canadian Universities (for the year of graduation)	**15.00**
Reserve (1)*	**15.00**
Student (2)*	**5.00**

(1) Reserve membership may be granted to those individuals who qualify as active or associate members and who are now (a) retired; (b) not presently employed.

(2) Student membership may be granted to: (a) a person enrolled in an undergraduate program at any Canadian university, faculty, college, school, or department which is eligible to send voting delegates to the A.C.H.E.S. convention; (b) a person who is an active member and pursuing full time study; (c) a person who is eligible for active membership and pursuing full time study.

**These classes of membership subject to approval by the Minister of Consumer and Corporate Affairs.*

Welcome New Members

CANADIAN HOME ECONOMICS ASSOCIATION

New Members November 1974

British Columbia

Ms. P. Joan Newberry, Box 99, Barriere V0E 1E0 1974 Graduate

Mrs. Claire L. Pickering, 1542 Nanton Ave., Vancouver V6J 2X2 — Teacher

Mrs. Judith G. Toews, 1654 West 10th Ave., Vancouver V6J 2A1 — Nutrition Educator

Miss Susan G. Turnbull, 4670 Deerwood Terrace, Victoria V8Y 1C7 1974 Graduate

Manitoba

Ms. Beverley Doyle, 301 - 720 Kenaston Blvd., Winnipeg R3N 1Y3 — Home Economist in Business

Ontario

Miss Deborah J. Campbell, 403 - 190 Cherryhill Circle, London N6H 2N4 — Technician (Associate Member)

Dr. Peter R. Griffith, Dept. of Home Economics, University of Windsor, Windsor. — Assistant Professor

Miss Rosemary Polegato, 25 Shaftesbury Ave., Guelph N1E 1K4 — Graduate Student 1974 Graduate

Dr. Choung Ronsyn, 116 Rutherford Court, Kanata — Assistant Professor

Ms. Isabel Rose, 43 Lewis Rd., Apt. 224, Sault Ste. Marie P6A 4G3 — Extension Home Economist

Mrs. Catherine Marie Scott, 220 Main St. E., Kingsville — Free Lance Home Economist

Miss Linda J. Wood, P.O. Box 144, Bruce Mines P0R 1C0 1974 Graduate

Mrs. Elizabeth Ann Scott, 424 — 3900 Wyandotte St. E., Windsor N8Y 1G6 1974 Graduate

Quebec

Mrs. Celine Poulin-Cimon, 2208 Place Mackay, Apt. 16, Ste-Foy, Quebec G1V 2X1 1974 Graduate

New Brunswick

Miss Carole L. Bennett, Dept. Agriculture, Box 6000, Fredericton E3B 5H1 — Housing Specialist (Associate Member)

Mme. Jacinthe Hebert, 215 Allison Crescent, Bathurst E2A 3B4 — Teacher 1974 Graduate

Mlle Geraine Landry, P.O. Box 985, Tracadie D0C 2B0 — Extension Home Economist 1974 Graduate

Mlle Phyllis Leblanc, C.P. 505, Shippagan E0B 2P0 — Conseillere En Sciences Familiales

Nova Scotia

Miss Grace E. Muggah, Box 486, Wolfville B0P 1X0 1974 Graduate

Newfoundland

Dr. Margaret E. Brosnan, Dept. Biochemistry, Memorial University of Newfoundland, St. John's — Assistant Professor

North West Territory

Mrs. Rita M. Mooney, 25 Klondike Rd., Whitehorse Y1A 3L8 — Teacher

New Members December 1974

British Columbia

Mrs. Anneliese Monk, 2431 Lynburn Cres., Nanaimo — Homemaker

Alberta

Miss Anita M. Khattar, Alberta Agriculture, Nutrition & Food Marketing, Room 263, 1632 - 14 Ave. N.W., Calgary - Home Economist

Saskatchewan

Miss Denise S. Derenowski, Consumer Help Office, 41 Broadway West, Yorkton - Consumer Help Officer Graduate 1974

Ontario

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Miss Lillian B. Dobbie, 2 - 6921 Barker St., Niagara Falls — Secondary School Teacher

Mrs. Anne Reid, 22 Springhead Gardens, Welland (Associate Member)

Quebec

Miss Marie Barrette, 2747 Arcand, Montreal — Secondary School Teacher

New Brunswick

Miss T. Louise Lavoie, 21 Reade St., Moncton — Teacher Graduate 1974

New Members January 1975

British Columbia

Miss Lorraine G. Pryde, 1430 Emerson Way, North Vancouver Graduate 1974

Saskatchewan

Miss Linda M. Gracey, 106 Munro Place, Regina, Home Economist in Business Graduate 1974

Manitoba

Mrs. Marilyn J. von Stein, 123 St. Vital Rd., Winnipeg — Teacher

Ontario

Mrs. Mary L. Kyles, 16 Aleutian Rd., Ottawa — Homemaker

Miss C. Jean Riddell, 390 Chatham St., Brantford — Extension

Quebec

Miss Janice Klaassen, 3455 rue Stanley, Apt. 116, Montreal — Home Economist in Business

CIRCLE THESE DATES

April 20-23, 1975	Hostex '75 Toronto
June 15-19, 1975	C.D.A. Convention Moncton, New Brunswick
June 20-22, 1975	C.H.E.A. Mini Convention Montreal
June 20-22, 1975	Heib Convention San Antonio, Texas
June 23-27, 1975	A.H.E.A. San Antonio, Texas
July 12-14, 1975	H.E.I.B. Meeting Calgary
May 27-30, 1975	Microwave Power Symposium 1975 University of Waterloo, Kitchener-Waterloo

What's New

by Kay Spicer

KITCHEN SPACE A PROBLEM?

Speed Queen, a McGraw-Edison Company Division, now offers an ideal answer — the Speed Queen Kitchen Console. This new appliance combines a 30-inch range, eye-level oven and full-size dishwasher in one unit solving your kitchen's minimum space problems.

Available in electric, the Speed Queen Kitchen Console is the one-unit appliance ideal for your apartment, mobile home, recreational vehicle or anywhere kitchen space is a premium.

All individual components are full-size with all the conveniences you want — continuous cleaning oven, handsome, dark glass door on the eye-level oven, easy to read oven and range controls safely above the cooktop, and a "super silent", front-loading washer.

In one compact unit Speed Queen offers the homemaker the appliances to cook the family's meals and wash the dishes, easily and conveniently.

The Speed Queen Kitchen Console is covered by the Speed Queen Full Two-Year Parts Warranty against manufacturing defects, and a lifetime warranty on the four surface elements.

For further information contact: McGraw-Edison of Canada, Ltd., Speed Queen Division, Cambridge, Ontario.

THE ADS SAY "GIVE A SQUEEZE"

New from Kraft, creamy Squeeze Parkway Margarine. Liquidly, soft margarine in a one pound plastic bottle with squeeze top is easy-to-use. No melting is required; it's ready for basting, sautéing or frying.

NEW HAND SWEEPER FOR HOME, CAR USE

Built on the same principle as a full scale carpet sweeper, Handi Sweeper has been introduced by Bissell Ltd., Niagara Falls, Ontario.

The mini sweeper is both efficient and elegantly styled. Ideal for cottage, car, camper and boat as a replacement for whisk and dustpan. Use at home for the pesky clean up jobs where bulky equipment may not work.

In addition to the rotary brush of the conventional sweeper the Handi Sweeper has a strip brush for flicking out dirt.

A NEW CANADIAN PRODUCT

Quiet Water 100% Wild Rice introduced by Betty Crocker is grown and harvested by members of the Chippewa Nation in Ontario, Manitoba, Minnesota and Wisconsin. The processing and marketing of this product is being done by General Mills Canada Ltd. for the Indian Cooperatives on a non-profit basis.

NEW REGULATION FOR PREVIOUSLY FROZEN MEAT, POULTRY AND FISH

The Food and Drug Regulations concerning the labelling of previously frozen meat, poultry and fish have been amended. Effective January 1, 1975, all meat, meat by-products, poultry and poultry by-products, or fish or meat of any marine or fresh water animal that has been frozen and is thawed prior to sale must show the words "previously frozen" on the main panel of the meat market package or on a sign displayed adjacent to the food in letters that are legible and conspicuous to a prospective purchaser. Where part of a food, as listed, has been frozen and thawed prior to sale, the words "Made from fresh and frozen portions" or "Made from fresh and frozen (naming the food)" shall be shown on the package or on a sign adjacent to the food.

COMING SOON

- Coffee bags like tea bags; not using instant coffee.
- Frozen iced tea — just add water and stir.
- Wine in gallon plastic bags inserted in cardboard boxes. As wine is consumed bag collapses.
- Beefalo — cross between buffalo, Charlois and Hereford. Leaner and said to be tastier than regular beef.
- Fabric softener in tear-off sheets similar to paper towels to add to the dryer with your clothes to eliminate static cling and to soften clothes. (There is one being tested from Proctor and Gamble called "Bounce".)

CONTACT

The Toronto Nutrition Committee's new newsletter, *Contact*, made its debut in December with 10 pages packed with nutrition information, book reviews, summaries of research papers, conferences, conventions, etc. Editor is Dr. Madla Krondl, Faculty of Food Science, University of Toronto. Contact will be published three times yearly and the subscription rate is $3.00 per year, payable to Ms. Margaret Myer, Home Economics Branch, Ontario Ministry of Agriculture and Food, Parliament Buildings, Toronto (An excellent investment!).

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As a home economist/reader of the Canadian Home Economics Journal, I'd like to try a free can of PAM.

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